

The Multimedia Integrity Teaching Tool: Making it Work

An Honors Thesis (HONRS 499)

By

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Abstract

Academic integrity is central to college life. Numerous surveys find that cheating in American colleges and universities is a serious problem. In order to create an educational diversion program aimed at students who were caught cheating, Ball State University applied for, and received, a large grant from the United States Department of Education. Those funds went towards the creation of The MITT (Multimedia Integrity Teaching Tool) which will be used on this campus and will be distributed to other campuses. Early assessments of the program revealed that faculty members would welcome The MITT if it were easy to use. A MITT referral procedure was designed and assessed by 14 Ball State faculty members. The final form of the recommended MITT procedure is presented and discussed.

Background on Academic Dishonesty

What is academic dishonesty?

Although seemingly easy to define, academic dishonesty encompasses a wide variety of behaviors and its definition often varies from individual to individual. Whitley and Keith-Spiegel (in press) discuss a typology of academic dishonesty that was outlined by Pavea in 1978. In this definition, cheating is most broadly characterized by, “intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise” (p. 78). This is, however, an extremely limited definition of academic dishonesty. Cheating encompasses other behaviors such as fabrication, plagiarism, and facilitation of academic dishonesty, which are also outlined by Pavea’s definition. There are yet additional behaviors that could be added to this list, behaviors such as misrepresentation, sabotage, and failure to contribute to a collaborative project (Whitley & Keith-Spiegel, in press). Additionally, behaviors within these broad categories often allow for ambiguous interpretations. Where one person may draw the line, another may step over. Similarly, what one professor may judge as academic dishonesty, another may find acceptable. Consequently, what students believe to be acceptable practice may not agree with their professors’ standards (Barnett & Dalton 1981; Roig & Ballew 1994).

Prevalence of Academic Dishonesty

Current research trends show that the incidence of academic dishonesty in American colleges and universities has reached staggering proportions. Large-scale surveys report that between 50 and 90% of college students have, at least occasionally, engaged in academic dishonesty (Stern & Havlicek 1986; McCabe & Trevino 1993). In a

survey of 6,096 undergraduate students at 31 separate American colleges and universities, including institutions both with and without honor codes, McCabe and Trevino (1993) collected what may constitute the best data on the prevalence of academic dishonesty to date. Their survey assessed forms of academic dishonesty ranging from plagiarism and copying from other students to using crib notes on examinations. Overall, almost 75% of the respondents from institutions without honor codes confessed to engaging in some type of academic dishonesty. Although the incidence was smaller for schools with honor codes, over half of the respondents still admitted to having engaged in some form of academic dishonesty. Additionally, considerable numbers of students are repeat offenders. McCabe and Trevino (1995) discovered in a separate national survey that 38% of their sample had cheated on three or more separate occasions. In 1990, Moffatt revealed that 33% of the students he sampled had reported having cheated in eight or more college courses. Most disturbing perhaps is the fact that incidents of academic dishonesty seem to have risen in recent years (McCabe & Trevino 1996).

Research on the rate of academic dishonesty at Ball State reveals a lower incidence than rates reported in national surveys. However, data still estimates that about 50% of our students have engaged in at least one serious incident of academic dishonesty (Whitley, personal communication, 1999). Additionally, around half of Ball State students surveyed have agreed with the statement, "Sometimes you have no choice but to cheat in school" (Gray-Shellberg, personal communication, 1999).

Why Do Students Cheat?

The most obvious answer to this question would be that students cheat to receive better grades. Such performance concerns contribute a great deal to academic dishonesty,

no one wants to fail a course or flunk out of school, but there are a number of additional motivating factors behind academically dishonest behavior. For example, external pressures in the form of both academic pressures and nonacademic pressures can become mitigating factors. On the academic side of this, the student may see his/her workload as too heavy, may have too many exams on one day, or may feel that a professor did not fully explain related material. Nonacademic demands may include pressure from parents to achieve, a part-time job leaving little time to study, illness, or even having scholarships and financial aid that are dependent on a certain grade point average. Other motivating factors could include the student presenting a lack of effort or the student viewing his/her professor as unfair.

In addition to these motivating factors, there are a number of other reasons why some students choose to cheat. First, students often feel alienated from their university feeling little to no sense of responsibility (Fishbein 1993). Second, a portion of students may engage in academic dishonesty without realizing it. This ties into a third issue, which is that some students see the rules and definitions of academic dishonesty as vague or ambiguous. Additionally, students believe that few people ever get caught while cheating and that academic dishonesty often goes unpunished.

Unfortunately, most students do know what behaviors constitute cheating yet they go ahead and engage in them anyway. These students hold the view that their behavior does not affect or hurt anyone. They tend to rationalize their dishonest behavior by denying any sense of personal responsibility or personal risk. These students often downplay the seriousness of their behavior or see their cheating as necessary. Additionally, students often feel that cheating is justifiable on the grounds that their professors do not

care about them. Such a student may even go so far as to see academic dishonesty as the norm.

What is the Faculty Response to Cheating?

An unfortunate reality is that a substantial number of professors often ignore strong evidence of academic dishonesty (Tabachnick, Keith-Spiegel & Pope 1991). Often professors hold the view that cheating does not happen in their classes or if it does, they just do not want to know about it. In a survey conducted by Keith-Spiegel, Tabachnick, Whitley and Washburn (1998), 77% of the faculty members sampled agreed to the statement, "Dealing with a cheating student is one of the most onerous aspects of the job." Coupled with this sense of extreme emotional stress are the facts that professors receive little information concerning how to deal with academic dishonesty and that this can be an extremely time-consuming process. Professors often feel that they will have little support from their institution for handling academic dishonesty cases and professors may become concerned that reporting a case will reflect negatively on themselves or on their teaching ability. In today's society, professors even may have to feel concern about possible litigation over accusations of academic dishonesty. An ironic finding, however, is that research shows that 91% of students surveyed believe that ignoring evidence of academic dishonesty is unethical under most or all circumstances (Keith-Spiegel, Tabachnick, & Allen 1993).

How Do We Deal With Academic Dishonesty?

To date, the responses to cheating have been extremely inadequate. Attempts to deal with academic dishonesty have mainly centered on detection and punishment and largely ignore proactive, educational remediation. These attempts have been ineffective,

leaving the door open for something new (Whitley & Keith-Spiegel in press). Many have suggested that a proactive educational tool is needed to curb the epidemic proportions of academic dishonesty (The Association of American Colleges 1985). Focusing learning on integrity through classes or live seminars, however, has posed various problems ranging from confidentiality issues to cost effectiveness. To combat these dilemmas a Multimedia Integrity Teaching Tool (The MITT) has been developed at Ball State University, funded by the United States Department of Education.

What is The MITT?

Sparked from the image of the state-accredited defensive driving course, The MITT is a CD-ROM program, designed as an educational approach to academic dishonesty. Similar to attending driving school for a speeding ticket, The MITT provides first time offenders¹ a way of informally resolving an incident of academic dishonesty without going through a formal hearing. The cheater will still have to “pay the fine” (e.g. receive an F on a plagiarized assignment) but may learn how to follow the rules of the road, or in this case, the rules and values of academia.

This program is not a free ride out of a sticky situation, however. Taking The MITT is a one-time opportunity and records are kept to ensure this fact. Once a student has completed the program, a memo is sent to the Associate Provost’s office to be kept in the student’s file for the next 10 years. Additionally, this program entails a very large time commitment on the part of the student that is nothing to brush off. While The Little MITT is only 18 segments taking upwards of 3 hours, The Full MITT includes 38 segments and can take over 8 hours to complete. Students may also be assigned to

¹ First time offenders are defined as students who have no previous record of having committed an act of academic dishonesty

complete the corresponding workbook segments, which add additional time to the process. Lastly, assignment of this program is completely up to a professor's discretion. Assigning The MITT as an informal resolution may be coupled with failure of the assignment, the course, or anything else stated in the school policy that the professor deems appropriate for the given situation.

What Are the Goals of The MITT?

The obvious goal of this program is to reduce a student's future rate of academic dishonesty through education. There are a number of underlying experiences that this program was designed to impart upon its learners, however. These goals were outlined by Dr. Patricia Keith-Spiegel in her application for grant funding and include expressing to students the value that the academic community places on integrity, providing students with a clear understanding of the definitions of academic dishonesty, teaching students what ethical decision making entails, giving students constructive alternatives to cheating, and teaching students how to resist pressures to cheat.

Additional goals of the program are to provide an easy-to-implement and less stressful option for resolving a cheating incident for faculty, providing a constructive learning experience for cheaters, stimulating academic integrity on the campus, increasing the chance that faculty will deal with cheating students, and renewing the confidence of the public. These goals and issues, taken together, helped to create the image that The MITT embodies today.

What Does The MITT Look Like?

Since The MITT takes its form in a CD-ROM program, it utilizes the advanced computer technology that is possible today. The program contains intricate interactive

components that include state of the art digitized film clips, sound, animation, and graphics. Because this program uses a multimedia approach, it is easy to use, entertaining, and educational—a combination that is not so easy to achieve.

Additionally, The MITT is flexible and can be adapted to take on a number of different functions. For example, the program can be tailored for classroom presentations and live integrity seminars. Essentially, The MITT can be a proactive tool to stop cheating before it starts as well as a penalty (see Appendix A).

Making The MITT Work

It became a concern of the developers of this project that this wonderful program would go to waste if the faculty of this university were not aware of The MITT, were not comfortable with using it, or were dissuaded because the process was too complicated or too time-consuming. Before grant funding was even applied for, about 100 faculty members were surveyed by Dr. Keith-Spiegel to determine a faculty viewpoint on the project. Of those surveyed, 67% felt the idea was good, 20% thought it might work, and 13% did not like the idea. However, one concern that was raised was that the program should be easy to assign and not require a lot of the referring faculty member's time. Faculty acceptance of The MITT came to be viewed, therefore, as a make it or break it issue. Consequently, I took on the task of sampling the opinions of a small portion of Ball State's professor population regarding the ease of using The MITT. This process started with the development of the paperwork that professors would need to assign The MITT to a student who had been caught with his/her hand in the academic cookie jar.

MITT Use Forms

The initial goal for the development of the paperwork was to make the referral process as simple and easy as possible for a professor to complete. It was hoped that once a student and professor had reached an agreement about using The MITT as a partial resolution to a cheating incident, the forms would only take a few minutes at most for a professor to process. Through meetings with the program director, it was determined that five different forms would be needed to process a student through the entire MITT program.

The first form to be used in the referral process would have to be a student consent form. This form outlines the rights and responsibilities of the student as well as the obligation to which he/she is committing. An early version of this form was created for research purposes and reviewed by Ball State legal counsel. Because of legal issues, the original form I developed was adapted from this early form and most of the language retained. Once the student signs this consent form, it will be his/her responsibility to retain it and make the appropriate appointments to fulfill his/her obligation.

Original Form
Center for the Teaching of Integrity
Dr. Patricia Keith-Spiegel, Director NQ 104B
Ball State University
765-285-8197

Student Agreement and Consent Form:
MULTIMEDIA INTEGRITY TEACHING TOOL PROGRAM

I, [print name] _____, agree to complete the
Multimedia Integrity Teaching Tool (MITT) program as negotiated between me and my
Instructor [print name] _____.

I understand and accept the following:

1. I will have only one opportunity to take this program.
2. A record of my name and student ID number will be kept of my completion of this program in the Associate Provost's office. No record will be kept of my responses to any of the lessons in a manner that would permit my personal identification.
3. The Instructor named above (hereafter, "The Referring Instructor") will be notified of my successful completion of The MITT. If I do not complete this program within one month from the date of this agreement (or before the end of the academic term, whichever comes first) The Referring Instructor will be notified. Whether I will be allowed a time extension will be at the discretion of The Referring Instructor.
4. I understand that it is my responsibility to make an appointment to take The MITT and to show up on time for that appointment. I also understand that it is my responsibility to bring this form with me and to present a photo ID to the staff member in charge of administering The MITT. **[Current contact information here.]**
5. I understand that I can stop The MITT program at any time and return to The Referring Instructor to inform him or her that I want to renegotiate the matter.
6. The office staff in the Center for the Teaching of Integrity will keep my participation in this program confidential with the following exceptions:
 - a. to report successful completion or lack of completion as outlined above to The Referring Instructor, and
 - b. to report successful completion of the program to the Associate Provost's Office where my name will be kept on file for 10 years.
7. After I complete The MITT, a Center staff member will ask me to evaluate The MITT to see how I think the program could be improved, a task that will take approximately 15 minutes. My identity will not be associated with this evaluation. I will be given the right to refuse to participate in this evaluation without censure.

I testify that this agreement was entered into voluntarily, that I understand that I have other options besides accepting an agreement to take The MITT program, and that I have reached my 18th birthday.

 Student's signature

 Date

The next form that I created was The MITT referral form. After the student has signed the consent form, the professor fills out this form and it is sent to the testing office in the Center for the Teaching of Integrity. This report form includes information such as the student's name and which program they have been assigned, either The Full MITT or The Little MITT. This form alerts the Center that a professor has assigned the student to The MITT program.

Original Form
Center for the Teaching of Integrity
 Dr. Patricia Keith-Spiegel, Director NQ 104B
 Ball State University
 765-285-8197

CONFIDENTIAL

MITT REFERRAL FORM
(To be filled out by the referring instructor)

Date: _____

Student's name [print]: _____

Program Selected: _____ Full MITT (38 lessons, 6-8 hours navigation time)

 _____ Little MITT (18 lessons, 2-3 hours navigation time)

I, [print Instructor's name]_____ have assigned the above named student to complete The Multimedia Integrity Teaching Tool (MITT) program. The above named student is to complete the program in compliance with the Student-Instructor Agreement.

 Instructor's signature

 Department and Campus Address

 Phone extension

Please send this form directly to Dr. Patricia Keith-Spiegel, NQ 104B.
Do NOT give this form to the student.

The MITT report forms were the next two forms to be developed. Each represents the possible outcomes. The first form is sent by the Center for the Teaching of Integrity to the referring instructor informing him or her that the student successfully completed the program. It contains basic information such as the student's name and which version of The MITT he/she was assigned. The other report form is sent by the Center to the referring instructor if the student fails to complete the program. It contains information such as the student's name and which version he/she was assigned, and a list of possible reasons why the student failed to complete his/her obligation.

Original Form
Center for the Teaching of Integrity
Dr. Patricia Keith-Spiegel, Director NQ 104B
Ball State University
765-285-8197

CONFIDENTIAL

MITT Report Form to Referring Instructor

Date: _____

Instructor: _____ Department: _____

Student: _____

Assigned Program: _____ Full MITT _____ Little MITT

The above named student SUCCESSFULLY completed The Multimedia Integrity Teaching Tool (MITT) program.

Patricia Keith-Spiegel, Ph.D.
Director, Center for the Teaching of Integrity

Original Form
Center for the Teaching of Integrity
 Dr. Patricia Keith-Spiegel, Director NQ 104B
 Ball State University
 765-285-8197

CONFIDENTIAL

MITT Report Form to Referring Instructor

Date: _____

Instructor: _____ Department: _____

Student: _____

Assigned Program: _____ Full MITT _____ Little MITT

The above named student has NOT successfully completed The Multimedia Integrity Teaching Tool (MITT) program.

Reason: _____ Student never contacted the Center for an appointment.

_____ Student made the appointment(s) but did not keep it (them).

_____ Student failed to complete all of the assigned lessons.

_____ Student decided not to complete the program.

_____ Other: _____

Notes: _____

 Patricia Keith-Spiegel, Ph.D.
 Director, Center for the Teaching of Integrity

The last form in the referral process was created to ensure that a student cannot take The MITT a second time. This form is sent by the Center for the Teaching of Integrity to the Associate Provost's Office and placed in a confidential file. It includes information such as the student's name and identification number, the referring instructor and course involved, and the date the program was assigned.

Original Form

Center for the Teaching of Integrity

Dr. Patricia Keith-Spiegel, Director NQ 104B

Ball State University

765-285-8197

CONFIDENTIAL

MITT Completion Report to Associate Provost's Office

Student: _____

Student ID number: _____

Instructor and Department: _____

Course Name/Number: _____

Date Program Assigned: _____

The above named student was assigned to, and successfully completed, The Multimedia Integrity Teaching Tool (MITT) program.

Dr. Patricia Keith-Spiegel, Ph.D.
Director, Center for the Teaching of Integrity

Date

Once all of these forms were finished, Dr. Patricia Keith-Spiegel reviewed them. At that point, a few modifications, such as adding the Center's letterhead, were made to the forms. They were included in the faculty use guide (Appendix B) and the data collection was begun.

Method

To test the effectiveness of these forms and determine faculty response to them, I conducted a series of structured interviews. The first step was to compile a list of questions needed to be addressed. A series of specific questions were developed for each form (except for the report form to go to the Associate Provost's Office) and a section of general questions was added at the end. The following questions were used as a guide through all interviews.

Consent form

- 1) Is the form easy to understand?
- 2) Is there anything that you feel should be on the form or anything that you would like to be there that is not?
- 3) Do you think that students will understand this form?
- 4) Does the form feel right to you—That is, would you be comfortable using it, how could we make it easier to use?

Referral form

- 1) Are you comfortable with the form?
- 2) Does it need to be changed in any way?

Feedback forms

- 1) Are you happy with these forms?
- 2) Do you feel that you would need any more information on the form?

General Questions

- 1) Our overall goal was to make this process as fast and simple for you; do you think that this goal has been accomplished?
- 2) Do you feel that you will ever use the MITT program to resolve a cheating incident?
- 3) What do you think is the best way to encourage the BSU faculty to use this program and the best way to publicize its benefits and assets to faculty?

My next step was to contact potential interviewees. A non-random sample of 20 professors from Ball State University was selected. They were chosen primarily for their student-friendly nature and their openness to student research. Prospective interview candidates were contacted by phone or by dropping by during their scheduled office hours. During the initial contact, I introduced myself, explained my project, asked if he/she was familiar with The MITT, and requested 20 minutes of his/her time for a short interview. In most instances, I left the faculty member a faculty use guide and asked that the forms be reviewed before our meeting. Fourteen professors in the initial pool of 20 were interviewed. Those who did not participate either declined an interview or were not available.

For the most part, every meeting was structured in the same fashion. I began by introducing myself and explaining my involvement with The MITT. A description of The MITT was offered if it was needed and faculty members were given the opportunity to flip through some photos of a number of different MITT segments. I explained why faculty acceptance of this program is important and why we needed specific feedback from professors on The MITT use forms. From that point, each form was presented and explained individually and the pre-set questions were asked.

Faculty Feedback

Faculty feedback from the informal interviews was invaluable and, overall, the evaluations were very positive. Participant comments opened my eyes to a number of things that had been left out of several forms and some features that could be changed to enhance clarity.

Student Consent Form

Because the student consent form is the longest and most complex document, the majority of the feedback was about its content, and it is the form that was modified the most. Because this form contains a considerable amount of legal jargon, a majority of the questions asked pertained to its understandability. The general consensus from faculty on this subject was that the form was easily understandable. I received comments of, “I don’t see how you can make it any easier,” and, “couldn’t be more clear.” One professor even had the belief that, “If students can not understand this they should not be in college.” Not everyone agreed on this subject, however. One participant felt that the type of student who might be caught cheating would have problems understanding the form. This individual and two others felt that they would need to walk the student through the form and explain it to him/her. One additional issue that was brought up was the use of the word “censure.” It was mentioned in several interviews that students might not be clear with the definition of the word. In the revised form, this word was replaced with “penalty.”

Another important question that I raised in the interview was whether the student consent form was missing any information or if the faculty member would like something to be included in the form that was not already there. Most professors felt that the form was fine as it is, but there were a number of suggestions offered and a few modifications made based upon faculty feedback. For example, one of the most helpful observations was that the original form included no information about how much time that the program takes to complete. Therefore, the student really had no idea to what exactly he/she would be committing. This information was included as point number 2 in the

revised form. Another helpful suggestion was to include a statement expressing that the student had been given the right to ask any questions and that the student fully understands the consent form as well as his/her rights and responsibilities. This statement was also included in the revised form and was placed as the last statement to be read before a student would commit to the form by signature. Additionally, it was recommended that point 5 on the original form express that the student could stop the program at any time without penalty. Also, in regards to point 5, one professor was uncomfortable with the use of the term “renegotiation.” It was expressed that using this term may not articulate to students that they will face some kind of a sanction if they do not complete the program. This suggestion was taken into consideration; however, I did not feel that a different term was as appropriate so instead the text was changed from “renegotiate the matter” to “renegotiate my penalty.” Another professor suggested that students should be informed that, although records will be kept of their participation in The MITT, none of their future professors will be able to access that information. This point was added to the end of what became statement number 3 on the revised form.

A few additional suggestions were made in regards to this question, but they were deemed not feasible to implement. For example, it was suggested that the student consent form include specific information about where on campus the student will need to go to complete the program. This information has not been included in the revised form because it is not yet available, although it may be included at a later date. It was also suggested that the form might need an instructor signature line. After some discussion, this was deemed unnecessary because the form does not outline the rights and responsibilities of the instructor and doing so would take too much time and complicate

the process. There was additionally some objection to the reference of The MITT as an “informal resolution.” This specific professor did not feel that this resolution was at all informal and that students may receive the wrong idea from the use of this word.

Because this is the official term used by the university, however, this suggestion did not elicit a change in the document. There was also a suggestion that the time line for the student completing the program should be up to the referring instructor’s discretion. This professor wanted to have several different options available on the form and be allowed to circle which one he wanted to choose. It was decided that this modification placed too much of a burden on The MITT administrative office and was not considered further.

Lastly, one interviewee suggested that students would need to know why they are being asked to complete The MITT. This professor felt that it needed to be outlined that participation in the program would be an alternative to a harsher punishment.

Additionally, this individual felt that repercussions for not completing the program needed to be outlined. This suggestion was considered but deemed to be impossible and not the responsibility of the Center for the Teaching of Integrity, but the responsibility of the referring instructor.

The last question asked about the student consent form was whether the professor would be comfortable having a student sign the form and if there was any way that we could make it any easier. Almost every person agreed that they were comfortable with the form. One individual stated that he, “would have no problem,” with a student signing the form. Another thought that she would have a student sign the form, “if there was a real clear admission of wrongdoing.” Most individuals felt that the form was as easy as we could make it under the circumstances.

One additional change was made to this form that did not come from faculty feedback. It was discovered that improper grammar was used in the initial agreement statement. Therefore, the wording of “me and my instructor” was changed to “my instructor and me.”

Revised Form
Center for the Teaching of Integrity
 Dr. Patricia Keith-Spiegel, Director NQ 104B
 Ball State University
 765-285-8197

Student Agreement and Consent Form:
MULTIMEDIA INTEGRITY TEACHING TOOL PROGRAM

I, [print name] _____, agree to complete the
 Multimedia Integrity Teaching Tool (MITT) program as negotiated between my Instructor
 [print name] _____ and me.

I understand and accept the following:

1. I will have only one opportunity to take this program.
2. I am committing to completion of the entire MITT program, which may take up to, or over 8 hours of my time.
3. A record of my name and student ID number will be kept of my completion of this program in the Associate Provost's office. No record will be kept of my responses to any of the lessons in a manner that would permit my personal identification and no future professors will have access to this file.
4. The Instructor named above (hereafter, "The Referring Instructor") will be notified of my successful completion of The MITT. If I do not complete this program within one month from the date of this agreement (or before the end of the academic term, whichever comes first) The Referring Instructor will be notified. Whether I will be allowed a time extension will be at the discretion of The Referring Instructor.
5. I understand that it is my responsibility to make an appointment to take The MITT and to show up on time for that appointment. I also understand that it is my responsibility to bring this form with me and to present a photo ID to the staff member in charge of administering The MITT. **[Current contact information here.]**
6. I understand that I can stop The MITT program at any time without penalty and return to The Referring Instructor to inform him or her that I want to renegotiate my penalty.
7. The office staff in the Center for the Teaching of Integrity will keep my participation in this program confidential with the following exceptions:
 - a. To report successful completion or lack of completion as outlined above to The Referring Instructor, and
 - b. To report successful completion of the program to the Associate Provost's Office where my name will be kept on file for 10 years.
8. After I complete The MITT, a Center staff member will ask me to evaluate The MITT to see how I think the program could be improved, a task that will take approximately 15 minutes. My identity will not be associated with this evaluation and I will be given the right to refuse to participate in this evaluation without penalty.

I testify that this agreement was entered into voluntarily, that I understand that I have other options besides accepting an agreement to take The MITT program, and that I have reached my 18th birthday. I also testify that I have been given the right to ask any questions pertaining to this agreement and that I fully understand my rights and responsibilities.

 Student's signature

 Date

Referral Form

Because this form is fairly straight forward, only two questions pertaining directly to it were asked. The first question was whether the individual was comfortable with the form. Most were comfortable with it, stating that the form was straightforward and easy to understand. As one professor stated, it is “as clear as you can imagine.” Participants were then asked if they would change anything on the form. It was suggested that the student’s ID number be included on the form and that the statement saying, “Do NOT give this form to the student,” be moved to the top of the page. These small changes were included in the revised document. A number of professors additionally felt that some type of information about the kind of infraction committed and the course it was committed in be included for record and research purposes. This information was initially decided to be unnecessary and inappropriate to place in this document. After consideration, it was decided that if this information were going to be collected, an additional form would have to be created at a later date.

Revised Form

Center for the Teaching of Integrity**Dr. Patricia Keith-Spiegel, Director NQ 104B****Ball State University****765-285-8197****CONFIDENTIAL****MITT REFERRAL FORM****(To be filled out by the referring instructor)****Please send this form directly to Dr. Patricia Keith-Spiegel, NQ 104B.****Do NOT give this form to the student.**

Date: _____

Student's name [print]: _____

Student's ID number: _____

Program Selected: _____ Full MITT (38 lessons, 6-8 hours navigation time)

_____ Little MITT (18 lessons, 2-3 hours navigation time)

I, [print Instructor's name]_____ have assigned the above named student to complete The Multimedia Integrity Teaching Tool (MITT) program. The above named student is to complete the program in compliance with the Student-Instructor Agreement.

Instructor's signature_____
Department and Campus Address_____
Phone extension

Feedback Forms

Similar to the referral form, these documents are very brief and participants had little to say about them. The general consensus was that they were both very simple, straightforward, and without problems. It was suggested that the student's ID number also be included on both of these forms, and that modification was made. Specific to the second feedback form, in which the student has not completed his/her obligation, it was asked if the percentage they completed could be included on the document. It was the belief of several people that it would make a difference to them if the student completed 95% of the program versus not even attempting to finish. This was the only additional modification that was made to either form.

Revised Form

Center for the Teaching of Integrity**Dr. Patricia Keith-Spiegel, Director NQ 104B****Ball State University****765-285-8197****CONFIDENTIAL****MITT Report Form to Referring Instructor**

Date: _____

Instructor: _____ Department: _____

Student: _____

Student ID number: _____

Assigned Program: _____ Full MITT _____ Little MITT

The above named student SUCCESSFULLY completed The Multimedia Integrity Teaching Tool (MITT) program.

Patricia Keith-Spiegel, Ph.D.
Director, Center for the Teaching of Integrity

Revised Form

Center for the Teaching of Integrity**Dr. Patricia Keith-Spiegel, Director NQ 104B****Ball State University****765-285-8197****CONFIDENTIAL****MITT Report Form to Referring Instructor**

Date: _____

Instructor: _____ Department: _____

Student: _____

Student ID number: _____

Assigned Program: _____ Full MITT _____ Little MITT

The above named student has NOT successfully completed The Multimedia Integrity Teaching Tool (MITT) program.

Reason: _____ Student never contacted the Center for an appointment.

_____ Student made the appointment(s) but did not keep it (them).

_____ Student failed to complete all of the assigned lessons.

* _____ segments completed out of _____.

_____ Student decided not to complete the program.

_____ Other: _____

Notes: _____

Patricia Keith-Spiegel, Ph.D.
Director, Center for the Teaching of Integrity

General Questions

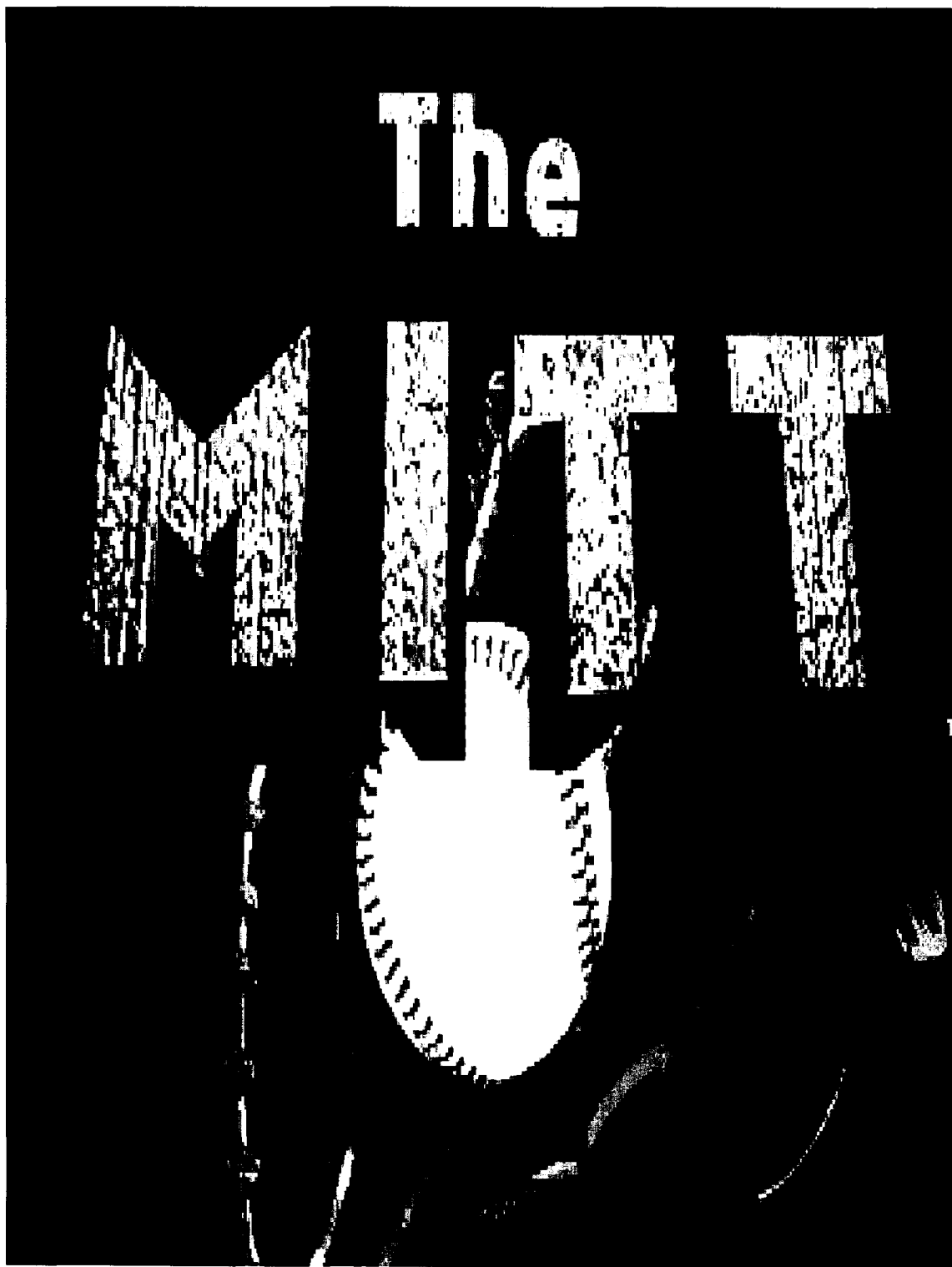
Probably the most important question to be asked during the interviews was if the professor felt that the referral process would be fast and simple. Because this was the initial goal in the development of all of the forms, it was very reassuring to receive a strong consensus that the goal had been achieved. Once presented with all of the information, the professors sampled felt that all of the paperwork was necessary and served a purpose. Many individuals related that they did not see how the process could be made any easier or simpler. For those that were not entirely comfortable with the process, they felt that it would become easier once they were more familiar with the tool. It was expressed that there seemed to be a lot of explanation to the student that would be needed and perhaps creating a description for faculty use would be beneficial. Additionally, many people expressed that having the forms readily available and easy to access would help the simplicity of the referral process. Overall, one professor summed up most everyone's statement by saying, "Good. Not much to fill out."

All participants were also asked if they felt that they would ever use The MITT to resolve an incidence of academic dishonesty. In response to this question, I only had one person give a flat out no. This individual's explanation was that he would still have to confront the student about his/her behavior and that was what he found uncomfortable about the process. Most of the rest of the participants felt very positive about using the program. Even the individuals who were a little hesitant and would want additional information before referring a student saw the program as a good alternative to punishment as the sole outcome, an option that previously did not exist, and would remain open to assigning a student.

The very last question that was asked of the Ball State faculty who were interviewed was how they would suggest promoting The MITT to the faculty. This question elicited an extremely wide variety of suggestions from postings on Groupwise, mailings, and group workshops to presentations at faculty meetings of all kinds. Some of the better suggestions included: creating a booklet that professors could keep with other reference materials such as their faculty handbook, giving presentations with small groups that already exist instead of creating large seminars, using well-known faculty in top-down endorsement, a newsletter, and Daily News announcements. The most important insight to come from this question was that a very wide variety of promotion techniques needs to be used. What some participants said they would read or would catch their eye others said they would pitch in the trash. Additionally, some people said that they would enjoy attending seminars and presentations while others found them time consuming and unnecessary.

In the end, I deem this project a success. An appropriate faculty use procedure was developed and tested with glowing remarks. Because of my work, The MITT will be used with ease by not only professors and students here at Ball State, but also by faculty and students of other institutions.

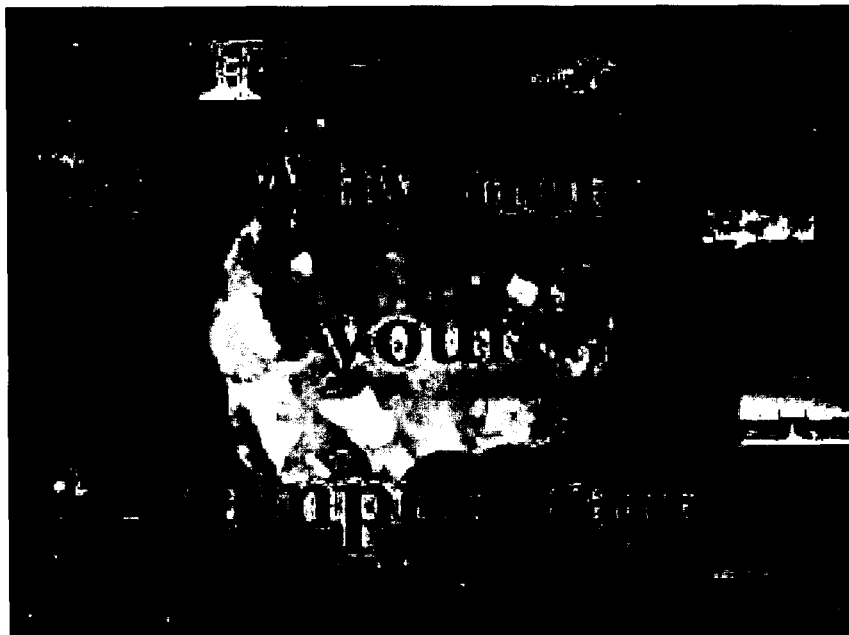
Appendix A



Learning

MODULE I: What is Academic Integrity

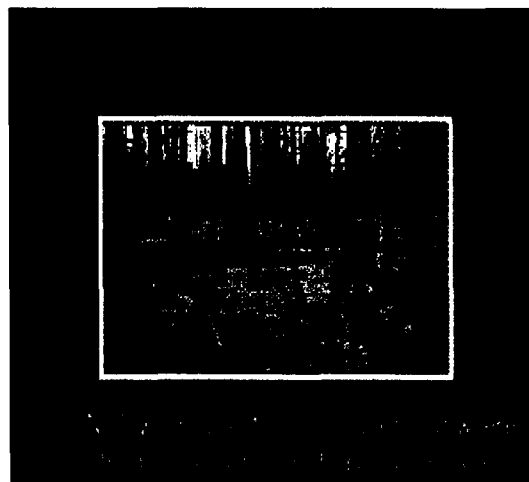
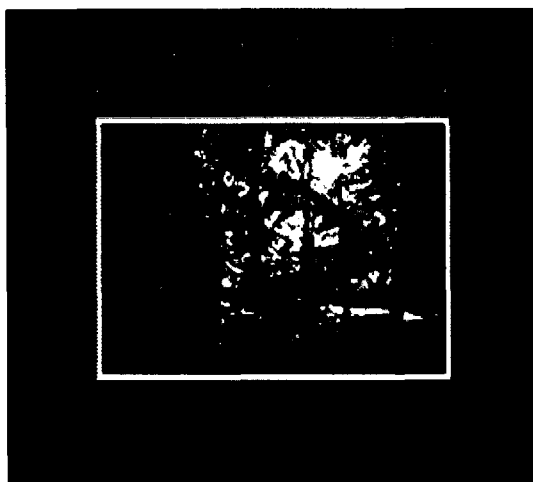
Why Does Your Campus Care?



Included in this segment are selections of academic integrity codes from nine different American campuses. Key concept is that colleges and universities are committed to upholding academic integrity.

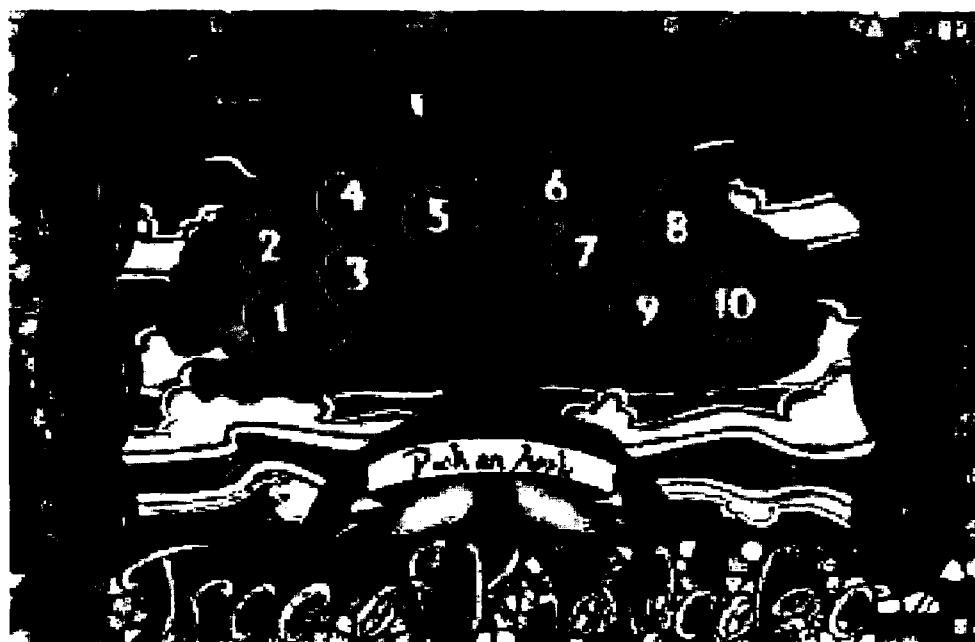
Campus Values: Your Rights to a Healthy Learning Environment.

Every student has the right to believe that their university has a healthy learning environment that stringently protects academic integrity standards. These rights were selected and outlined by students as a “Bill of Rights” that should be upheld in order for students to receive an honest education. Photographs of healthy and unhealthy environments are used to illustrate the point.



The Tree of Knowledge

An interactive game teaches students some common myths about cheating. By clicking on an apple, a question is raised concerning a common misunderstanding of cheating, such as “Using crib notes will improve your test scores.” The question is then followed by the correct answer.



What Are We Doing Here?

In this last segment of the module the student is introduced to Angie and Ben, who have cheated and gotten caught. Illustrated by model's photographs, these stories tell how Angie and Ben have learned that their behavior has personal consequences. They realize that they will probably have to make different decisions in the future, decisions that include personal integrity.



MODULE II: Forms of Academic Dishonesty

The Garden of Deceit

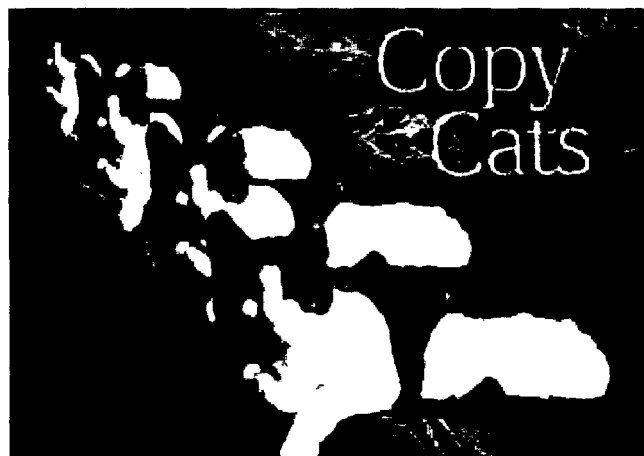
In this segment, eight basic types of cheating are defined and illustrated in an interactive garden. Narrated by Edward Strother, the learner is taken through a gate and told to select a flower.



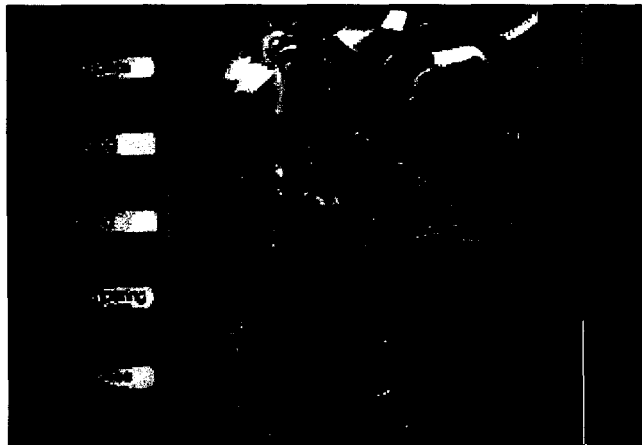
Once chosen, the flower displays information about cheating as it wilts and dies. By the end of the segment, the once beautiful garden is dark and dead, and we are warned never to go there again.

Copy Cats

Featuring a replicating cat, this lesson outlines basic information about plagiarism. Also included are hints for how to avoid it.



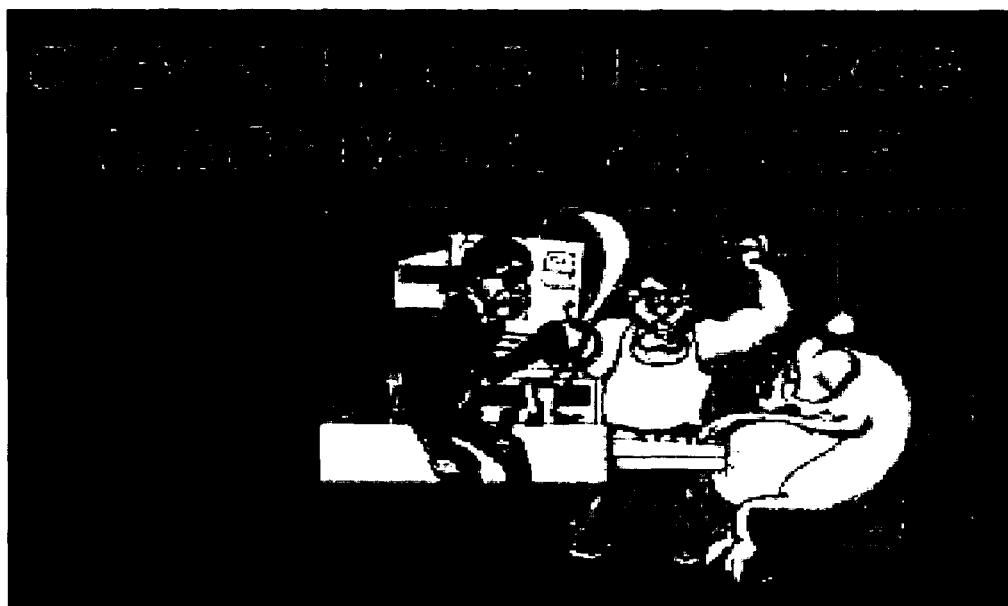
The Dark Shadows of Science: Five Types of Scientific Misconduct



Using animated graphics, five different types of scientific misconduct—forging data, trimming data, cooking data, carelessness, and purposeful bias—are discussed.

Cyberthugs, Net Hogs, and Software Pirates

Using animated graphics, misuses of campus computer resources are defined. This segment raises the point that some computer behavior that seems harmless actually hurts others in ways that may not have previously been considered.



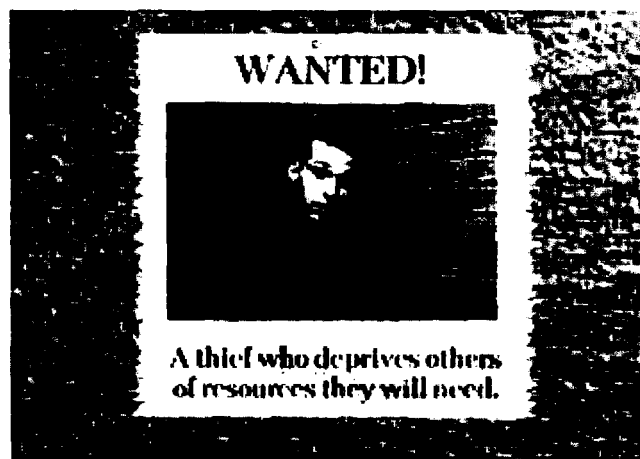
Dirty Words: A Lesson in Oral Plagiarism

Oral plagiarism is defined and reviewed. The learners are then asked to view video clips of students making speeches to determine for themselves if oral plagiarism has occurred. The correct answer and the reason behind it follow the learner's response. In addition, ways are offered to avoid this type of cheating.



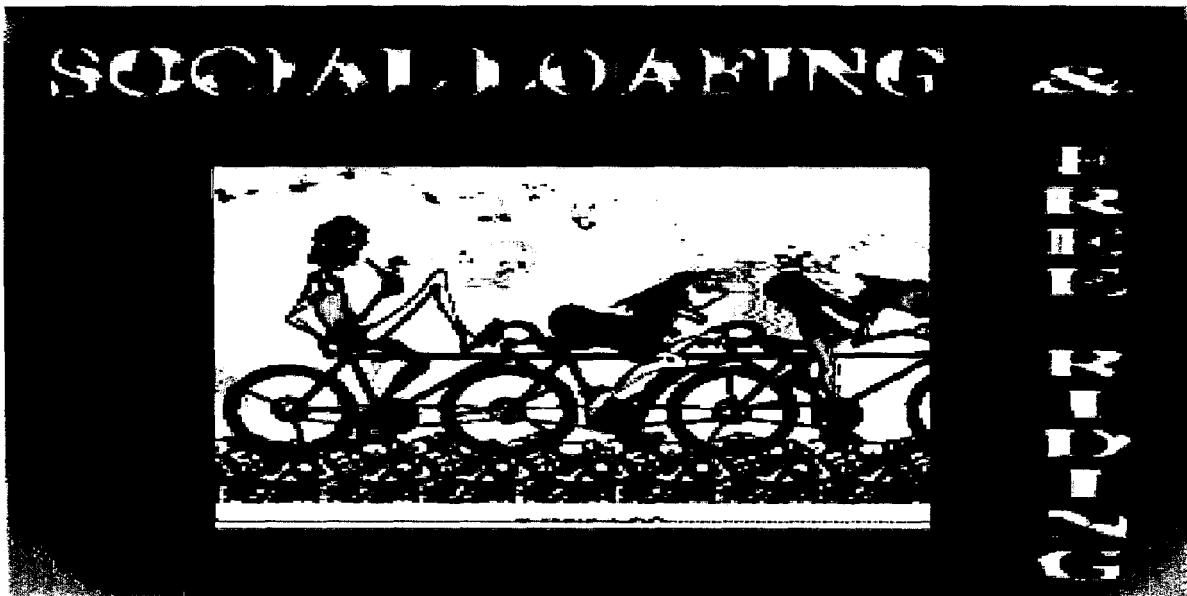
Little Murders in the Library

In this lesson, the learner watches four different library “murders” portrayed by models: stealing books, ripping pages out of books, defacing books, and hiding library resources so that they are unavailable to others.



Free-Riding and Social Loafing

Dealing with a student who does not complete his or her obligation to a collaborative project can be a difficult situation. Suggestions for dealing with such a situation are offered here. In addition, reasons why this issue is a matter of integrity are explored.



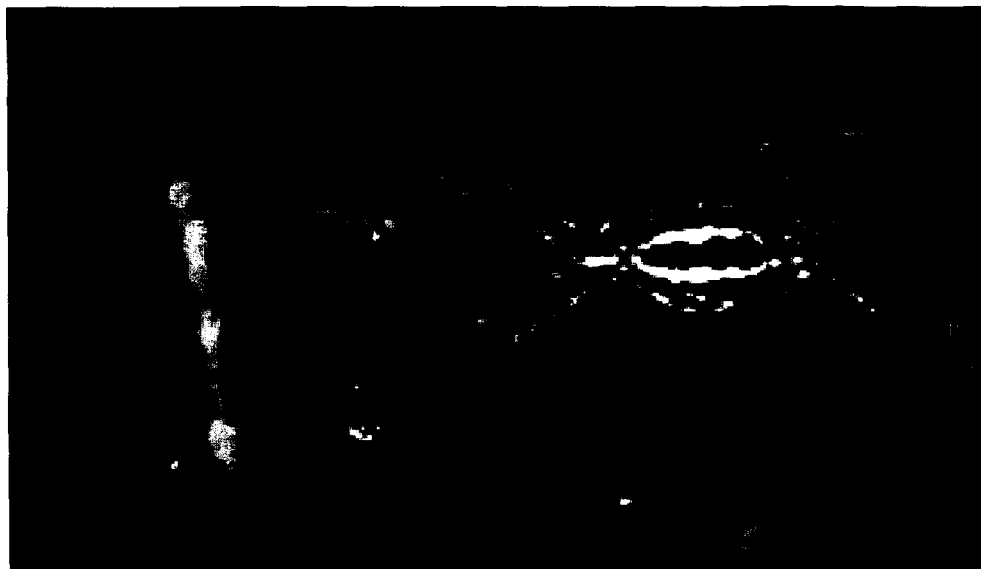
Buying the Grade

Offering money in exchange for academic assistance is portrayed as a sleazy and dishonest activity that compromises academic integrity.



Oh, What a Tangled Web We Weave

The learner is humorously presented with the fact that giving false excuses for not completing work by a deadline constitutes academic dishonesty.



Must You Play it Again, Sam?

The issue of students reusing papers previously submitted for other courses is defined as academic dishonesty. Reasons behind the issue are explored.



MODULE III: Risky Situations

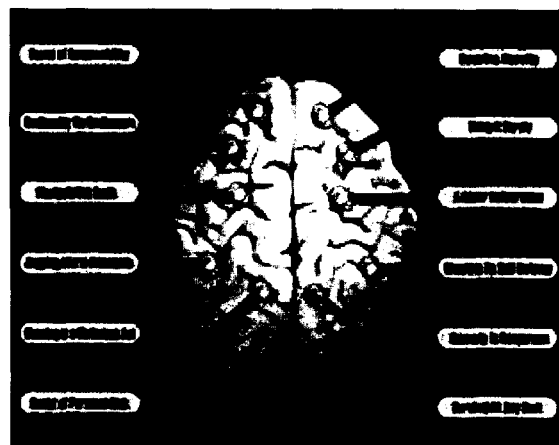
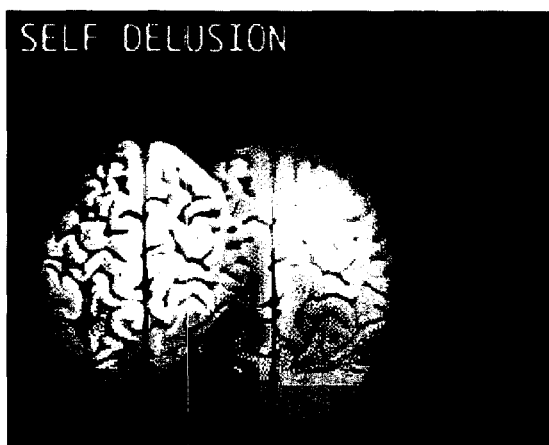
Risk Gallery

In the risk gallery, the learner is presented with information about many dangerous predispositions that can lead to cheating. Five different art galleries containing 26 works of computer graphic art are explored. Each piece of art symbolizes a research-based risk factor of cheating.



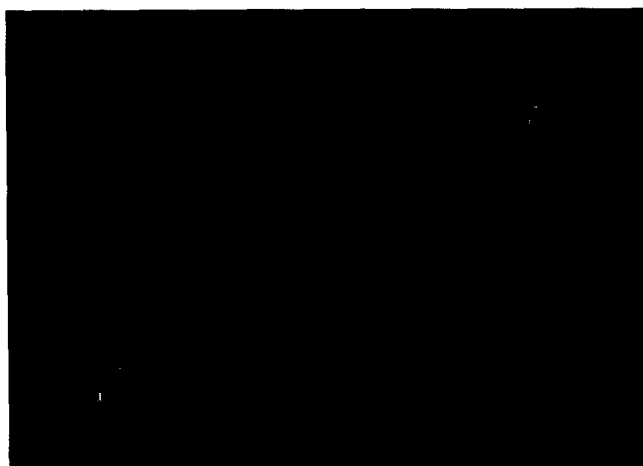
Self Delusion

How people excuse their own cheating is explored in this module. Twelve of the most used rationalizations are described and illustrated with video clips.



Procrastination: The College Students' Demon

A student-authored play about “Jack” helps explain how procrastination puts students at risk for failure.



Driving the Getaway Car: The Cheating Accomplice



Helping someone else to cheat does constitute academic dishonesty and puts the accomplice in danger. This is not an uncommon occurrence, however, and the issue is explored.

Stephanie's Request

This interactive game leads the learner through the experience of having a sick friend ask them to help her cheat. The situation can go a number of directions depending on the choices made and the participant can play through different sticky scenarios.

How do you respond to Stephanie's request?

- ☐ I don't like being put in this situation, but I will help you this one time.
- ☐ I can't do that for you. It would be cheating.
- ☐ I will go ask the professor if you can have an extension because you are ill.
- ☐ I'm really sorry. I feel badly about your illness, but I don't want either one of us to get into that kind of trouble.
- ☐ O.K. I'll do it that's what friends are for.

Saying "No" is Hard to Do

This lesson teaches that saying "no" is an important skill to have and that some students end up cheating because they lack this skill. The interactive video illustrates refusal skills and their importance.



**SAYING
NO
IS HARD
TO
DO**

Can You Say "No" to Moxie Galore?



**CAN YOU SAY
"NO" TO
MOXIE
GALORE?**

**(IT'S POSSIBLE---
BUT IT'S NOT EASY!)**

This module introduces a character that will not take "NO" for an answer and helps to practice the skills taught in the previous segment.

The Slick Slope

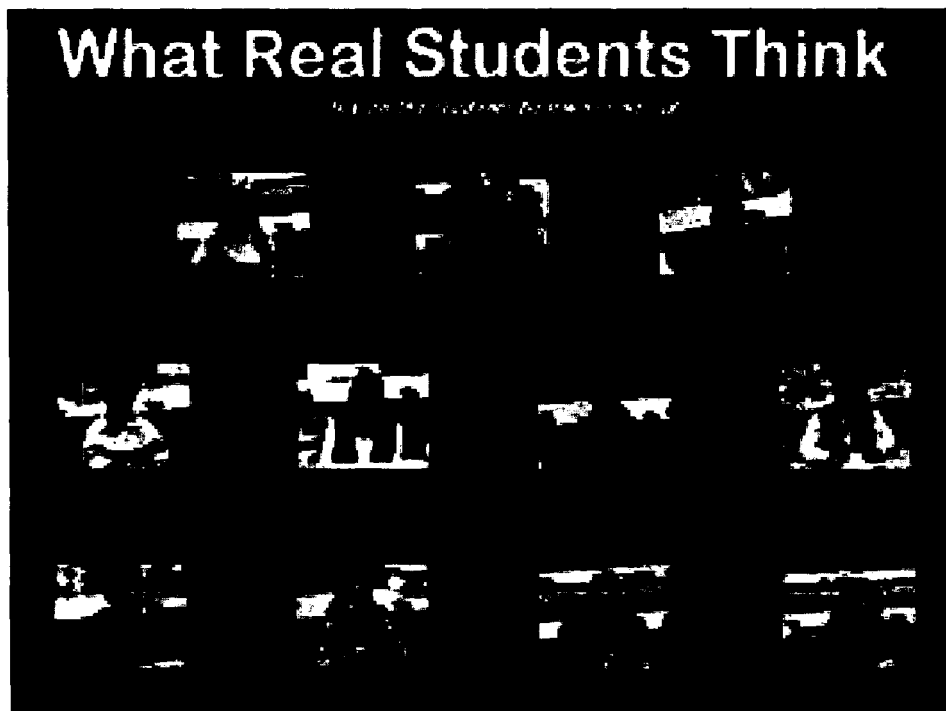
In a short cartoon, how cheating can become a destructive habit that can get out of control is illustrated. Eventually, the lesson teaches, you may not even know enough to be able to cheat.



MODULE IV: Who Gets Respect?

What Do Other Students Think?

Spontaneous student testimony expresses how real students feel when they see others cheat. Their comments reflect research data suggesting that most students are upset when they see classmates being dishonest.



Broken Trust: How Do Professors Feel About Cheating Students?

Interactive videos of three professor's true stories of cheating incidents inform students of how professors feel about the subject. These cases let the learner know that cheating is hurtful and offensive to their professors.



What Kinds of People Do Others Admire?

This lesson contributes databased information that honesty is the most desired trait while dishonesty is the least desired. The lesson is interactively taught by dragging different fish into the bowl.

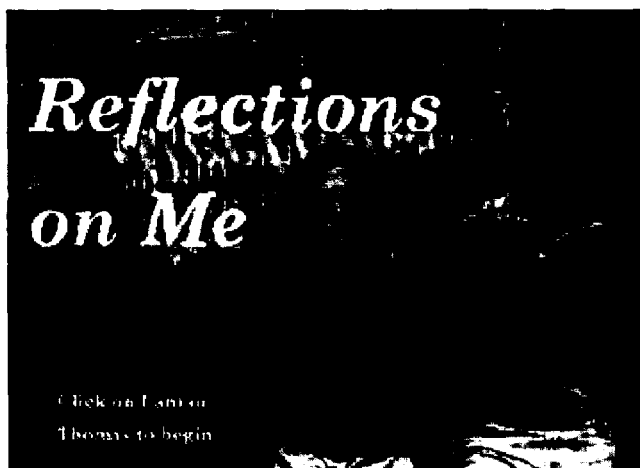


The Braggart

Video of a student-authored skit expresses what students really think about students who cheat. As we watch the main character brag about his cheating, we hear the other student's comments, even if they cannot express them to him.



Reflections of Me

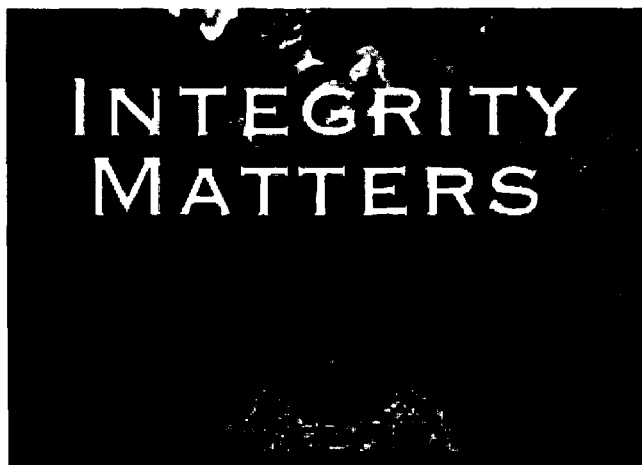


Models to show how personally cheating has affected each character portray true stories. Both students come to terms with the fact their cheating was a bad decision but that their decision to stick to honest effort has made them stronger.

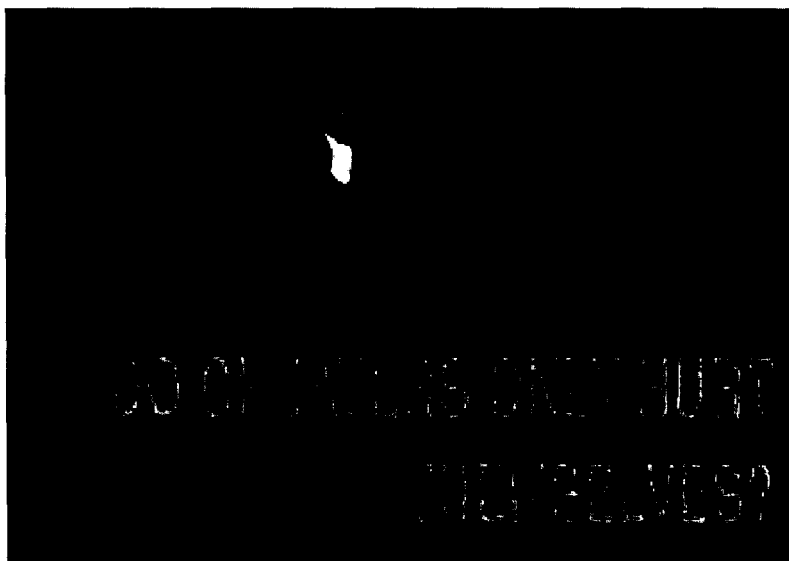
MODULE V: Doing Right--What's in it For Me?

Integrity Matters

Lessons are offered through the use of actual headlines about dishonesty and abuse of trust. This module offers the fact that others count us and we count on others.



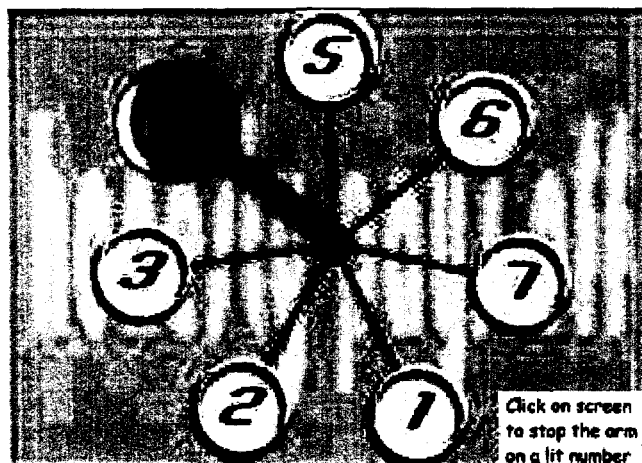
Do Cheaters Only Hurt Themselves?



Reasons why cheating effects everyone are presented and illustrated with examples.

Honesty Pays Off

This interactive game allows the learner to spin the wheel and learn seven reasons why honesty is beneficial and dishonesty is self-destructive. The seven lessons came out of student focus group input.



MODULE VI: Where Are You Going? Now and in the Future

Can a Cheetah Change its Spots?

Research-based information on values is presented using a cartoon cheetah.

Values can and do change in adulthood; therefore, it is not too late to correct cheating habits. This lesson is taught by clicking on the cartoon cheetah's spots.



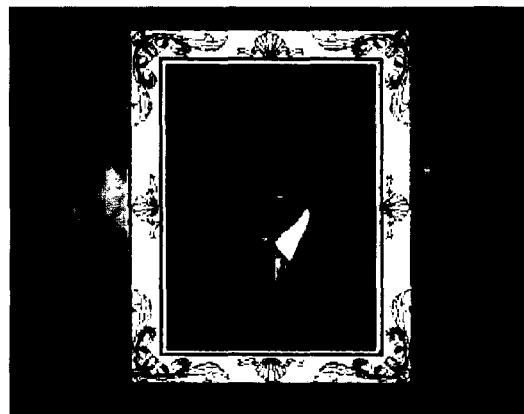
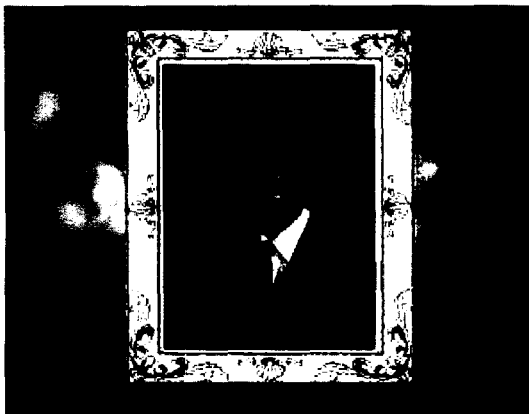
Icarus University

A mythical university helps illustrate what can happen when high standards of academic integrity are not upheld at every level. This campus disintegrates as negative headlines abound. The outcome of the loss of reputation is illustrated when one of the university's graduates interviews for a job.



The New Portrait of Dorian Gray

Oscar Wilde's classic tale is adapted to show how academic dishonesty can corrupt one from the inside out. The monstrous portrait that emerges illustrates the final point.



Confessions of a Chronic Cheater

The true story of a 40-year old man and his college cheating habits is illustrated. The confession expresses the affects of such behavior and the regrets still associated years later.



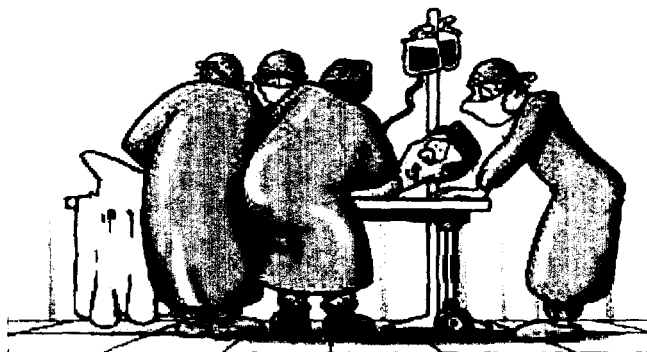
The Retirement Dinner

This exercise asks students to think about how they will want their retirement dinner to eventually play out. The cartoon skit offers some examples (for better and worse). Also included are student testimonies illustrating that honesty, good character, and competencies embody the lives people want to live.



What Would the World be Like if Everyone Cheated?

These comic illustrations, by cartoonist Mark Morris, show ways that people who have cheated their way through life can harm society. In this example, an organ flies across the operating room with appropriate sound effects.

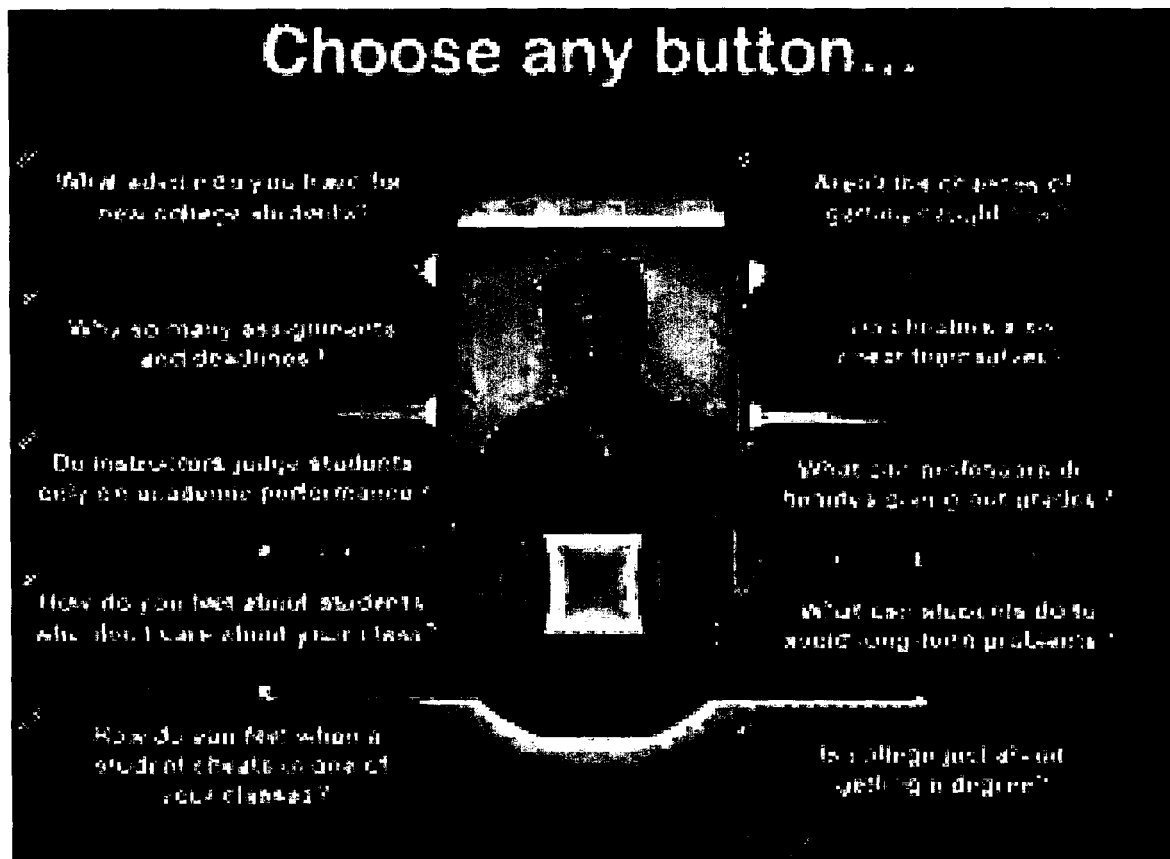


Dr. Humbert now wishes that he hadn't let Dr. Klumzi copy his lab reports in medical school.



The Successful Student

Dr. Miguel Dominquez, a professor from California State University, speaks interactively with the learner about students who succeed and students who fail, not only in college, but also in life.



Appendix B

MITT (Multimedia Integrity Teaching Tool)

Faculty Use Guidelines²

This packet contains the basic information that faculty members would need to decide if *The MITT* would help reach an informal resolution to a cheating incident. *The MITT* is approved for use as a penalty option (see 1998-99 version of the Ball State Student Academic Ethics Policy.) *The MITT* program will be available on a limited basis during the last month of the Spring, 1999, semester. It is anticipated that by Fall, 1999, the physical accommodations for the program's administration will be more suitable than are the present testing conditions.

Table of Contents:

1. Seven reasons why faculty members and administrators should be concerned about academic integrity
2. Informal dispositions of academic dishonesty cases: How *The MITT* can be combined with other disciplinary actions
3. The most suitable MITT "candidates"
4. Possible problems that could arise regarding *The MITT*
5. Annotated list of MITT lessons
6. The referral process (and draft forms)

Instructor Referral Form

Student Consent Form

Instructor feedback forms (successful/unsuccessful)

² These guidelines are preliminary. They may be revised over the next few months after undergoing review by faculty and administrators. Suggestions for improvement are welcomed.

1. Seven Reasons Why Faculty Members and Administrators Should Be Concerned About Academic Integrity

Academics and administrators prefer to view the campus community as one where mutual trust and a passion for learning prevail. Acts of academic dishonesty are distasteful and stressful for both faculty and administrators and too often go ignored. However, cheating in postsecondary educational institutions is rampant. A recent large-scale, national survey of colleges and universities reveals that over 70% of college students admit to cheating on an exam or plagiarizing at least once. Over 25% of these are "repeaters."³ Why must we, as faculty members and administrators, be concerned about cheating and other forms of academic dishonesty?

1. *Equity.* Students who cheat may be getting higher grades than they deserve. In addition, when student grades are assigned on the basis of the average score in the class or other norm-referenced means, students who do not cheat may get lower grades than they deserve whenever cheaters raise the class average. Teachers have an essential ethical responsibility to treat their students fairly (Keith-Spiegel, Wittig, Perkins, Balogh, & Whitley, 1993); failure to deal with academic dishonesty is a violation of this ethical obligation. Both professors and students view a college teacher's ignoring evidence of academic dishonesty as a severe ethical violation (Morgan, Korschgen, & Gardner, 1996; Tabachnick, Keith-Spiegel, & Pope, 1991).

2. *Character development.* Moral and ethical development of students is an important mission of higher education (e.g., Dalton, 1985; Kibler, 1993a; Kibler, Nuss, Paterson, & Pavela, 1988), one that has been endorsed by the U. S. legal system in its decisions on legal challenges to institutional disciplinary actions in cases of academic dishonesty (Kibler et al., 1988). Although many faculty members, especially those at research-oriented universities, no longer see student character or moral development as part of their calling (e.g., Sandeen, 1985), faculty responses to academic dishonesty can strongly influence students' personal development. When students see other students cheating and do not see faculty members and administrators addressing such behavior, they may decide that academic dishonesty is acceptable, or at least permissible. Because norms supportive of academic dishonesty tend to encourage such behavior (Whitley, 1998), a faculty and administration that appear unconcerned about it may reinforce any such norms that already exist (Gehring & Pavela, 1994). Conversely, a normative context that eschews academic dishonesty, such as the existence of an honor system, tends to discourage the behavior (McCabe & Trevino, 1993).

3. *The mission to transfer knowledge.* Central missions of every institution of higher education are the preservation and search for knowledge, the transmission of that knowledge to a new generation of citizens and scholars, and the personal, social, cultural, and intellectual development of the members of the college or university community.

³ Ball State research suggests that about 50% of our students have engaged in at least one serious act of academic dishonesty, (Whitley). Another survey, conducted in the fall of 1994, revealed that 25% of freshman had *already* cheated on an exam (Hines). Another two-campus survey revealed that about 50% of Ball State students agreed with the statement, "Sometimes you have no choice but to cheat in school" (Gray-Shellberg).

Students who cheat their way through the higher education system do not acquire the knowledge to which their degrees are supposed to attest nor do they engage in the intellectual and moral struggles that foster personal development (Gehring & Pavela, 1994). Toleration of academic dishonesty therefore diminishes the intellectual and moral capital required by society for its common development and progress.

4. *Student morale.* When honest students see some of their peers cheat and get away with it, especially if it appears that instructors do not seem to care, they become frustrated and angry. Seeing other students gain the same rewards for cheating as they do for effort may lead them to become disenchanted with and cynical about higher education. These negative emotions may, in turn, lower honest students' motivation to learn. Some students may abandon effort as a success strategy and come to view cheating as the only way to keep up with everyone else.

5. *Students' future behavior.* Students who cheat in college frequently go on to cheat in graduate and professional school and to engage in unethical business practices (Whitley, 1998). Because having successfully cheated at the undergraduate and graduate level can make it easier to cheat in one's professional career, failure to deal adequately with academic dishonesty and to educate students about the consequences of their behavior constitutes a disservice not only to the academic community but to society in general.

6. *Reputation of the Institution.* Incidents of academic dishonesty, especially those involving the collaboration of many students (e.g., a "cheating ring") or an odd feature (e.g., a student's attempt to blackmail a professor unless copies of upcoming examinations were supplied), are of interest to the media. The name of the institution is prominently linked with the dishonest activity, and such associations can sully, at least temporarily, its reputation. Should an institution experience frequent, publicized incidents of academic dishonesty, its reputation may be more permanently tarnished. *The Chronicle of Higher Education*, widely read in academic circles, regularly reports unusual incidents of academic dishonesty among students and faculty. Occasionally, the publicity reaches the popular press. A recent example was the 1993 incident at the United States Naval Academy in which an estimated 160 midshipmen were believed to have received advanced copies of a final examination. A *Newsweek* headline read, "A growing cheating scandal raises new questions about how the military trains its officer" (Glick & Turque, 1993).

7. *Public confidence in higher education.* The effects of failing to address academic dishonesty contribute to a broader problem: the public's growing lack of confidence in the academy as illustrated by such "professor-bashing" books as Anderson's (1992) *Impostors in the Temple*, Cahn's (1994) *Saints and Scamps: Ethics in Academia*, and Sykes' (1988) *ProfScam: Professors and the Demise of Higher Education*. Students who cheat, those who see others successfully cheat, those who hear others brag about how they cheated their way through college, and employers who find themselves with incompetent and dishonest employees cannot help but lose faith in academia. Such loss of faith can easily lead to loss of support for higher education.

[This statement was adapted from Whitley and Keith-Spiegel's *What Every College Instructor Should Know About Academic Dishonesty* (available summer, 1999).]

2. Informal dispositions of academic dishonesty cases: How The MITT can be combined with other disciplinary actions

The MITT is an educational tool on CD-ROM that is available to any instructor who decides that this program would be a useful element in resolving an incident of academic dishonesty committed by a student.

The MITT comes into consideration after the instructor has confronted the student, the student has admitted wrongdoing, and the instructor has determined that the matter can be disposed of informally. The MITT is already part of the Student Academic Ethics Code, included as an option for instructors to assign as a penalty. It should be noted that MITT use is not required, and the student has the right to refuse to take the program (as they have the right to refuse any penalty). The process of informal disciplinary action appears in the Faculty Handbook.

The MITT can be assigned as part of a penalty (e.g., the instructor and student agree that the matter will be closed if the student who cheated accepts a grade of zero on a quiz and completes The MITT program).

The MITT can also be used as a diversion program. For example, a lighter penalty or an opportunity to redo an assignment may be offered if the student agrees to complete The MITT. Or the instructor may offer to keep the matter at the informal level (rather than taking the case to a formal hearing) if the student agrees to some penalty and completion of The MITT program.

The MITT could be used as the sole sanction for minor infractions, especially if the student appeared to be more confused than dishonest and appears contrite rather than defiant. Ultimately it is up to each instructor to decide whether The MITT would be helpful in resolving an incident and how it might best be coordinated with other penalties.

3. The most suitable MITT candidates

The MITT will probably have the most constructive impact on students new to college, students who seemed unaware of the inappropriateness of their behavior, students who appear to be genuinely ashamed and contrite, or students who apparently panicked when they ran out of time and cheated on impulse. The program is pitched to the freshman and sophomore level. However, because academic dishonesty occurs at similar rates across the college years, The MITT can be used as a form of "educational detention" for any act of academic integrity by any student. The MITT will not change anyone's character, but for those who are open to exploring integrity issues and gaining some information that they didn't have, the program may offer something to think about the next time an urge or opportunity to cheat arises.

Will students accept The MITT? A survey of 130 Ball State Students revealed that every one of them would accept The MITT program if offered to them as a way of getting a break on the punishment or a way to avoid a formal hearing. An earlier survey of several hundred students (at Ball State and a companion campus in Los Angeles) revealed that

students overwhelmingly support the idea of an educational component as part of a disciplinary sanction for academic dishonesty. Interestingly, the majority of students indicated that The MITT should rarely be the sole punishment.

It should also be noted that university students were heavily involved in every step of the development of this program. Students worked intensively on both content and technology. Students were responsible for most of the original visual graphics, voice, and acting talent. Over 200 focus groups, 500 interviews, and 2,000 surveys were conducted using undergraduate students during the development of the program. The instructor might wish to convey the degree of student involvement to students assigned to the program. We believe that heavy student involvement elevates the credibility of the program to violators.

4. The Referral Process

Once the student and instructor agree that the student will complete The MITT program, the time involved on the part of the instructor in making arrangements is minimal, a few minutes at most.

First, the student must sign a consent form (see draft enclosed, approved by BSU legal counsel and the Associate Provost). The student should be allowed to read this form before agreeing to go ahead with The MITT. The student retains this form and brings it to the testing site. The faculty member fills out a simple referral form and sends it directly to The Center for the Teaching of Integrity (see draft enclosed). Instructors need to determine which of the two MITT options they want to assign: The FULL MITT (38 segments, takes 6 to 8 hours to complete) or The LITTLE MITT (18 segments takes from 2-3 hours). There is a place on the referral form to make that choice. The MITT does not have to be taken in a single session. The computer keeps track of each student and his/her progress.

It is the student's responsibility to do everything else. The student is responsible for setting up his or her appointment with the Center and for showing up at the designated office to complete the program. The referring faculty member will receive feedback on successful or unsuccessful fulfillment of the agreement within the specified time period. (See drafts of the faculty feedback forms enclosed.) The Center will also inform the Associate Provost's Office of successful completion of the program.

5. Possible Problems

The MITT is a *one-time-only* opportunity. Therefore, if a faculty member confronts a student who has already taken The MITT program, this option is no longer available. A central record base of students who have completed The MITT program will be kept in a confidential file in the Center for the Teaching of Integrity and the Associate Provost's office.

At this point, we have no idea how frequently The MITT will be assigned. If the number is low (say, no more than 1 or 2 per week), students can be accommodated in a timely manner. If The MITT is more heavily requested, there may be a waiting period. (We will certainly make efforts to accommodate whatever the need turns out to be.)

6. What is The MITT Like?

The MITT is on CD-ROM. Every segment is highly interactive, requiring the learner to constantly work with the material. We also make use of colorful graphics, sound effects, music, video clips, and animation. Most segments include a content mastery quiz, all of which must be passed before the student can successfully complete the program. If a quiz is not passed, the student must retake the entire lesson until a passing score is achieved. These quizzes help ensure that the student pays attention to the lessons.

The MITT is taken with earphones, which both intensifies the experience and ensures privacy. The designated computer is a new Gateway (350mhz) with a 17-inch color monitor, so the program plays "big and fast." Each segment has a text option, allowing accessibility to students with auditory deficits or some other types of learning disabilities.

Below is a brief description of The FULL MITT program (38 lessons with a navigation time of 6 to 8 hours depending on the student's familiarity with interactive programs and how many times a segment must be repeated to pass the content mastery quizzes.) The LITTLE MITT consists of 18 of the most basic lessons, with a navigation time of 2-3 hours. The short version is designated on the list below with an asterisk. The referring instructor will be asked to determine whether the student will take the long or shorter version. The MITT can be taken across multiple sessions.

For an even better look at The MITT program, with a sample graphic from each lesson, consult our web page (www.teleplex.bsu.edu/mitt). This URL will change sometime in the spring (probably to www.bsu.edu/mitt).

Full MITT (Multimedia Integrity Teaching Tool) Lesson Titles

* = Little MITT Lessons

Login screen [Student enters name and self-selected code number. This allows the student to re-enter the program and continue where he/she left off]

Opening: Introduction to the Program Spokespersons (video)

MODULE I. What is Academic Integrity About?

*I-A. *Why does your campus care?* (selections from academic integrity codes from nine colleges and universities across the country, illustrated with campus shots)

*I-B. *Campus Values: Your Rights to a Healthy Learning Environment.* (illustrated “Bill of Rights” that should be upheld for students who want an honest education.)

*I-D. *The Tree of Knowledge* (common myths exposed, such as the fact that “cheat sheets” do not usually improve class performance)

*I-E. *What Are We Doing Here?* (student-narrated stories about why they cheated and how they feel about getting caught and the future)

MODULE II. Forms of Academic Dishonesty

*II-A. *The Garden of Deceit* (8 basic types of cheating defined and illustrated)

*II-B. *Copy Cats* (four types of written plagiarism are defined with hints for avoiding it)

II-C. *The Dark Shadows of Science: Five Types of Scientific Misconduct* (forged data, trimming data, carelessness, and purposeful bias defined and illustrated)

II-D. *Cyberthugs, Net Hogs, and Software Pirates* (computer and online crimes and misuse and the harm caused)

II-E. *Dirty Words: A Lesson in Oral Plagiarism*

II-F. *Little Murders in the Library* (stealing, ripping, defacing and hiding books)

II-G. *Free-riding and Social Loafing* (the student who does not fulfill obligations for a collaborative project and how to avoid these labels)

II-H. *Buying the Grade* (purchasing assistance or term papers)

*II-I. *Oh, What a Tangled Web We Weave* (false excuses)

II-J. *Must You Play it Again, Sam?* (Re-using the same written assignment for another class)

MODULE III. Risky Situations

*III-A. *Risk Gallery* (research-based risk factors related to a decision to cheat and hints for avoiding them)

*III-B. *Self Delusion* (rationalizations that students use to justify dishonest behavior)

*III-C. *Driving the Getaway Car: The Cheating Accomplice*

III-D. *Stephanie's Request* (interactive decision-making game--pressure to cheat for a sick friend who is desperate for your help)

*III-E. *Saying "No" is Hard to Do* (lesson on refusal skills)

III-F. *Can you say NO to Moxie Galore ?* (game to practice refusal skills)

*III-G. *Procrastination: The College Students' Demon* (an original student play) (Little MITT only)

III-H. *The Slick Slope* (how cheating becomes a bad habit and ultimately self-destructive)

MODULE IV. Who Gets Respect?

*IV-A. *What Do Other Students Think?* (video of actual integrity seminar students commenting on how they feel when they see other students cheat)

*IV-B. *Broken Trust: How Do Professors Feel About Cheating Students?* (three actual testimonies from faculty members who had to deal with cheating incidents that reduced their trust in students)

IV-C. *What Kinds of People Do Others Admire?* (data-based evidence--with some surprises!)

IV-D. *The Braggart* (a student play about a student who boasts about his cheating and what his friends really think about him)

IV-E. *Reflections of Me* (student testimonies about their past cheating and why they decided to change)

MODULE V. Doing Right: What's In It For Me?

*V-A. *Integrity Matters* (sobering lessons, through use of real headlines, on how much we trust others to be honest)

*V-C. *Do Cheater's Only Hurt Themselves?* (how cheating students hurt honest students)

*V-D. *Honesty Pays Off.* (a game show format on how honesty benefits one's life--and how dishonesty is a disadvantage.)

MODULE VI. Where Are You Going? Now and In the Future

VI-A. *Can a Cheetah Change Its Spots?* (8 ways values can change for the better in adulthood, illustrated with dramatized video clips)

*V-B. *Icarus University* (a story of the fall of a university's reputation through scandal and neglect of academic integrity)

VI-C. *The New Portrait of Dorian Gray* (revised story of a handsome but dishonest young man who rots from the inside)

*VI-D. *Confessions of a Chronic Cheater* (a true story told by a 40 year-old family man about his college cheating experience)

VI-E. *The Retirement Dinner* (an integrity exercise about the kind of life one wants to lead, narrated by Gary Pavela of the University of Maryland)

VI-F. *What Would the World be Like if Everyone Cheated?* (humorous "animation-lite" by cartoonist, Mark Morris)

*VI-G. *The Successful Student* (Dr. Miguel Dominguez speaks frankly about the student who succeeds and the student who fails in school and in life)

Center for the Teaching of Integrity
Dr. Patricia Keith-Spiegel, Director NQ 104B
Ball State University
765-285-8197

Student Agreement and Consent Form:
MULTIMEDIA INTEGRITY TEACHING TOOL PROGRAM

I, [print name] _____, agree to complete the
Multimedia Integrity Teaching Tool (MITT) program as negotiated between me and my
Instructor [print name] _____.

I understand and accept the following:

1. I will have only one opportunity to take this program.
2. A record of my name and student ID number will be kept of my completion of this program in the Associate Provost's office. No record will be kept of my responses to any of the lessons in a manner that would permit my personal identification.
3. The Instructor named above (hereafter, "The Referring Instructor") will be notified of my successful completion of The MITT. If I do not complete this program within one month from the date of this agreement (or before the end of the academic term, whichever comes first) The Referring Instructor will be notified. Whether I will be allowed a time extension will be at the discretion of The Referring Instructor.
4. I understand that it is my responsibility to make an appointment to take The MITT and to show up on time for that appointment. I also understand that it is my responsibility to bring this form with me and to present a photo ID to the staff member in charge of administering The MITT. **Call 765-285-8197 on Mondays or Wednesdays between 11:00 a.m. and 3:00 p.m. for an appointment. [Spring 1999 times]**
5. I understand that I can stop The MITT program at any time and return to The Referring Instructor to inform him or her that I want to renegotiate the matter.
6. The office staff in the Center for the Teaching of Integrity will keep my participation in this program confidential with the following exceptions:
 - a. to report successful completion or lack of completion as outlined above to The Referring Instructor, and
 - b. to report successful completion of the program to the Associate Provost's Office where my name will be kept on file for 10 years.
7. After I complete The MITT, a Center staff member will ask me to evaluate The MITT to see how I think the program could be improved, a task that will take approximately 15 minutes. My identity will not be associated with this evaluation. I will be given the right to refuse to participate in this evaluation without censure.

I testify that this agreement was entered into voluntarily, that I understand that I have other options besides accepting an agreement to take The MITT program, and that I have reached my 18th birthday.

 Student's signature

 Date

Center for the Teaching of Integrity**Dr. Patricia Keith-Spiegel, Director NQ 104B****Ball State University****765-285-8197****CONFIDENTIAL****MITT REFERRAL FORM****(To be filled out by the referring instructor)**

Date: _____

Student's name [print]: _____

Program Selected: _____ Full MITT (38 lessons, 6-8 hours navigation time)

_____ Little MITT (18 lessons, 2-3 hours navigation time)

I, [print Instructor's name] _____ have assigned the above named student to complete The Multimedia Integrity Teaching Tool (MITT) program. The above named student is to complete the program in compliance with the Student-Instructor Agreement.

Instructor's signature_____
Department and Campus Address_____
Phone extension

Please send this form directly to Dr. Patricia Keith-Spiegel, NQ 104B.
Do NOT give this form to the student.

Center for the Teaching of Integrity**Dr. Patricia Keith-Spiegel, Director NQ 104B****Ball State University****765-285-8197****CONFIDENTIAL****MITT Report Form to Referring Instructor**

Date: _____

Instructor: _____ Department: _____

Student: _____

Assigned Program: _____ Full MITT _____ Little MITT

The above named student SUCCESSFULLY completed The Multimedia Integrity Teaching Tool (MITT) program.

Patricia Keith-Spiegel, Ph.D.
Director, Center for the Teaching of Integrity

Center for the Teaching of Integrity

Dr. Patricia Keith-Spiegel, Director NQ 104B

Ball State University

765-285-8197

CONFIDENTIAL

MITT Report Form to Referring Instructor

Date: _____

Instructor: _____ Department: _____

Student: _____

Assigned Program: _____ Full MITT _____ Little MITT

The above named student has NOT successfully completed The Multimedia Integrity Teaching Tool (MITT) program.

Reason: _____ Student never contacted the Center for an appointment.

_____ Student made the appointment(s) but did not keep it (them).

_____ Student failed to complete all of the assigned lessons.

_____ Student decided not to complete the program.

_____ Other: _____

Notes: _____

Patricia Keith-Spiegel, Ph.D.

Director, Center for the Teaching of Integrity

Center for the Teaching of Integrity**Dr. Patricia Keith-Spiegel, Director NQ 104B****Ball State University****765-285-8197****CONFIDENTIAL****MITT Completion Report to Associate Provost's Office**

Student: _____

Student ID number: _____

Instructor and Department: _____

Course Name/Number: _____

Date Program Assigned: _____

The above named student was assigned to, and successfully completed, The Multimedia Integrity Teaching Tool (MITT) program.

Dr. Patricia Keith-Spiegel, Ph.D.
Director, Center for the Teaching of Integrity

Date

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